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THE RELATION OF THE ORGANIZED LIBRARY TO THE SCHOOL

As has already been reported in the *Journal* (May, 1915, p. 382), the central topic for discussion by all departments of the Educational Conference of Academies and High Schools with the University of Chicago in April last was: "The Relation of the Organized Library to the School." Among the reports presented for discussion to the classical group were the three following, published here for the first time.

I. A MINIMUM CLASSICAL LIBRARY

BY HARRY F. SCOTT
University High School

The following list of twenty books is presented as a suggestion for a minimum high-school classical library. No histories are included for the reason that the history department of the school will provide a certain number of books on Roman history in the library, and it is wise to avoid duplication so far as possible.

In some instances, less expensive books can be obtained which may serve to replace some of those named below. Many books which are valuable and desirable have been omitted for lack of space, as the list had reached the limit set by the committee. Such a library should be regarded as only a beginning, to be increased as far as circumstances permit.

Harpers' Latin Dictionary. American Book Co. \$6.50.

Smith and Hall's English-Latin Dictionary. American Book Co. \$4.00.

Harpers' Dictionary of Antiquities. American Book Co. \$6.00.

Ginn's Classical Atlas. \$1.25; or *Kiepert's Atlas.* Stechert, \$1.75.

Any standard Latin grammar.

Caesar's Gallic War, ed. by Holmes. Clarendon Press. \$2.90.

Caesar's Civil War, ed. by Moberly. Clarendon Press. \$0.90.

Cicero's Orations, any standard edition with notes.

Virgil's Complete Works, ed. by Page. Macmillan. 3 vols. \$1.25 per vol.

Nepos, ed. by Rolfe. Allyn. \$1.10.

Sallust's Catiline, ed. by Scudder. Allyn. \$1.00.

Abbott, *History of Roman Political Institutions.* Ginn. \$1.50.

- Johnston, *Roman Private Life*. Scott, Foresman. \$1.50.
 ———, *Latin Manuscripts*. Scott, Foresman. \$2.25.
 Strachan-Davidson, *Life of Cicero*. Putnam. \$1.50.
 Boissier, *Cicero and His Friends*. Putnam. \$1.75.
 Glover, *Studies in Virgil*. Arnold. \$3.00.
 Gayley, *Classic Myths*. Ginn. \$1.50.
 Miller, *Two Dramatizations from Virgil*. University of Chicago Press. \$1.00.
 Becker, *Gallus*. Longmans. \$1.25.

II. PERIODICALS AND RECENT ARTICLES OF INTEREST TO TEACHERS OF LATIN

BY CLARA SULLIVAN
 J. Sterling Morton High School

The high-school library is a laboratory, where all departments come together to use their tools in common, i.e., books, periodicals, maps, etc. Following are some suggestions as to the use and selection of this material:

USES OF PERIODICALS

Actual Latin phrases and expressions gleaned from magazines.
 English words derived from Latin.
 Paragraphs with words of Latin derivation underscored.
 Use of advertisements in magazines.
 Pictures and articles pertaining to Ancient Greece and Rome.
 Analogies between ancient times and the present.

REFERENCES FOR LATIN STUDENTS

- "Olympic Idea," Sloane, *Century*, July, 1912.
 "Mystery of the Arch of Constantine Unveiled," Frothingham, *ibid.*, January, 1913.
 "Picturesque Dalmatia," and "In and Near Athens," Hichens, *ibid.*, March, 1913.
 "Caracalla's Masterpiece," *ibid.*, March, 1913.
 "Inside Fiery Crater of Vesuvius," Malladra, *Cosmopolitan*, January, 1913.
 "Tammany's Rule in Caesar's Time," Ferrero, *World To-day*, November and December, 1911.
 "Map of Rome in Fourth Century," *Sci. Am. Supp. Cent.*, September, 1911.
 "Digging up Caesar's Camp," *Harper's Weekly*, December 31, 1910.
 "What It Cost to Live in Imperial Rome," *Literary Digest*, March 29, 1913.
 "Women of the Caesars," *Century*, May, 1911.
 "Belgium," *National Geographical Magazine*, September, 1914.
 "Olympic Games of 1916," *Collier's Weekly*, July 12 and August 16, 1913.

REFERENCES FOR INSTRUCTORS

- "Greek Genius," Chapman, *Atlantic*, July, 1914.
"Pagan Morals," Putnam, *ibid.*, September, 1914.
"Natural and Artificial Stimuli in Teaching Latin," *National Education Association Proceedings*, 1910, pp. 499-504.
"Roman Citizen," *Atlantic*, August, 1913.
"Greek Prose Romances," *Edinburgh Review*, July, 1913.
"Latin and Greek in Education," *University of Colorado Bulletin. English Teachers' Bulletin*, December 1, 1914.
"Revivifying Classic Languages," *Dial*, February 1, 1914.
"Our Classical Recollections," Tuell, *Atlantic*, December, 1914.
"The Modern Greek and His Ancestry," Thumb, *Contemporary*, January, 1914.
"Classics and Bad Education," *Outlook*, April, June, August, 1914.
"Michigan Classical Conference," *School Review*, March, 1914.
Classical Journal, all numbers.
Classical Weekly, all numbers, especially March, 1915.
"Comparison of First-Year Courses in Latin and German," *School Review*, May, 1914.
"Co-ordinating Latin with Other High-School Subjects," *ibid.*, April, 1914.
"Effect of Non-Requirement of Latin," *ibid.*, January, 1914.
"Latin as a Vocational Study," *Journal of Home Economics*, October, 1914.
"Common People of Early Roman Empire," *Edinburgh Review*, July, 1913.
"Grandeur That Was Rome," *Dial*, June 16, 1913.
"Teaching of English and Study of Classics," *Educational Review*, January, 1915.
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III. THE TEACHING OF ROMAN ANTIQUITIES IN THE
HIGH SCHOOL

BY MARY ZIMMERMAN
John Marshall High School

The work I have done in a small way in Roman antiquities has been an attempt to broaden the scope of the course in Latin; to enrich it by appealing to the imagination of the pupil, and by giving him a feeling of kinship for a civilization closely related to his own. My plan has been to assign to the most efficient pupils of the Cicero class ten or twelve of the topics taken from Professor Francis W. Kelsey's very helpful pamphlet, *Fifty Topics in Roman Antiquities* (Allyn and Bacon). The following are the topics which I have recently used:

1. The Roman Home-Life and Family.
2. The Roman House.

3. The Roman Dress.
4. Roman Education.
5. Slavery among the Romans.
6. Trades and Practice of Medicine among the Romans.
7. Roman Books and Their Publications.
8. Roman Public Architecture.
9. Roman Architecture of Transit.
10. Roman Religious Architecture.
11. Roman Commemorative Architecture.
12. The Roman Forum.

The pupils prepare papers of varying length upon the subjects. To facilitate their preparation, careful instructions are given in regard to references. In the case of architectural subjects, the buildings they are to describe are named specifically, and, as far as possible, those are chosen, copies of which are available in picture post cards and Perry prints. A paper on a Roman house, for example, is certainly more intelligible with the ground plan of a house on the board before the pupils, and the postcards of the Pompeian houses in their hands.

The papers are submitted to me for suggestions and criticism, and the revised edition is then presented to the class. I appreciate the fact that the pupil who prepares the paper is the one who is especially benefited by that particular topic, and that the mere reading of the paper does not ordinarily give anything of permanent value to the rest of the pupils. But the presentation of the paper is always followed by some discussion; questions are asked and answered; whenever possible, the papers are supplemented by any knowledge I may have on the particular subject; and here, first-hand knowledge of Rome and Pompeii, however slight, is very helpful. In addition, the cards, the photographs, the illustrations in the reference books are in their hands. Moreover, all the other members of the class are encouraged to do some reading upon the topic under consideration. It is an indifferent pupil, indeed, who does not derive some benefit from ten or twelve such exercises.

A paper on "The Roman Home and Family Life," of more than passing interest, recently presented, will, perhaps, illustrate my plan more specifically. The pupil who prepared the paper had considerable imagination. She used that time-honored device

of a dream. She dreamed that she was a guest for several days at the home of a wealthy Roman praetor. The daughter of the house, Gaia, a young girl of her own years, was full of information, which she gave out upon the slightest provocation. During her visit, the little Chicago girl attended several important social functions, among others the naming of the first grandchild. We, in consequence, learned about the naming of a Roman baby, the family relation, the power of the father over his children, and the position of the mother in the home. Gaia's cousin, who had recently been betrothed, was entertained at luncheon. This gave us an excellent opportunity to get some information about the food of the Romans, and the way it was served. Then, too, the prospective bride very willingly and very cheerfully told all she knew about the marriage ceremony. During the stay, a neighbor died, and we were given a detailed account of the Roman burial customs. But the crowning event of her visit was the banquet in honor of some distinguished friends of the praetor. I was rather amused at the clever way in which she managed so delicate a situation. She was altogether too modest to say she was at the banquet; Gaia told her that they could not attend, but father said they might look on. We, in turn, had a description of a formal social function given by an eyewitness. In the preparation of this paper, the pupil had read Preston and Dodge's *The Private Life of the Romans*, and the corresponding chapters in Johnston and in Guhl and Koner. You will agree with me, I am sure, that this reading was of much value to her.

A former pupil who is now a university student, when asked her opinion of these papers, said: "They made the work much more interesting, for we got so much nearer to things." I think that this getting "so much nearer to things" is tremendously worth while. I believe that these little studies pay. They are of value in creating a sense of the reality of Roman life, a feeling of intimate acquaintance with the common, everyday things that entered into the experience of a young Roman. They help the pupils realize that the Romans did not limit their interests to subjunctives and gerundives, that they actually lived, and were not mere statues in an art museum; in a word, they help vitalize the work.